

Pakeman's Assessment without Levels Action Plan – 2014-16.

Curriculum change and the removal of National Curriculum levels (NCL) represent a fundamental change in approach for the nation's schools. This document lays out our plan for managing this change. It refers mainly to summative assessment, which helps teachers assess at a certain point in time the body of knowledge and skills that has been mastered.

	Summer 2014	Autumn 2014	Spring 2015	Summer 2015	Year 2015/16
Aim	To complete a draft of the school's new curriculum for years 1-6	Whole school to continue to assess curriculum using levels. Trial writing using new assertive mentoring without levels.	Whole school to continue to assess curriculum using levels. Trial reading using new assertive mentoring without levels.	Further secure and embed assessment in the new curriculum	Whole school on new 'Life without Levels' system, which is secure and fully embedded.
Philosophy of Approach	*Retain a rich topic approach; retaining what we know pupils enjoy. * Make literacy the key driver of all topics	*Using levels until we find a robust system in its place. *Levels will give us an accurate indication of where children are in their assessment. *Trial to slowly get teachers accustomed to AWL.	*New system is un-standardised, and so rigorous moderation is needed to ensure accuracy *Progress acceleration to catch up to where new expectations are	*Final assessment is based on levels. *Trial continues with maths test so teachers are familiar with the language of new AM testing.	* All systems are in place and teachers should be fairly secure in new curriculum expectations *Whole school have had trials with new assessment system and should be more confident in using AM in AWL
Actions	*Define the aims of our new curriculum. *Series of staff meetings to agree and develop cross curriculum map	*Assistant and head to attend meetings in borough and within the Futurezone group to see what other schools are doing. *Teachers to use AM to assess children on stage of writing assessment (use 6 children as a sample group)	*Arrange in-school moderation, within phases where possible *Teachers to use AM to assess children on stage of reading assessment (use 6 children as a sample group)	*Build in cross phase moderation *Set numerical targets for the new curriculum, with regard to progress	*Y1- Y6 teachers to do baseline assessment in Autumn 1. *Same classes to repeat assessments in Autumn 2 *Baseline assessment in September to ensure realistic stages *Roll out developed and embedded systems to Y2 and 6 *Develop cluster moderation with other TT schools
CPD	INSET to develop new curriculum map	-SMT training in TT 'Life without Levels' -INSET and staff meetings	-INSET for peer moderation -Continued CPD with staff regularly on new standards and curriculum	-INSET (staff meeting) on AWL led by staff trialling -Team leaders work with teachers	-Regular CPD and opportunities across the school for assessment without levels.
What will it look like?	As before – summative assessment in National Curriculum levels	As before - summative assessment in National Curriculum levels	As before - summative assessment in National Curriculum levels	All pupils will have end of year tests in using national curriculum levels.	All teachers secure in new curriculum expectations and how to assess without levels, ready for the new end of Y6 test in May 2016.

TT = Target Tracker

AM=Assertive Mentoring

AWL= Assessment without Levels